



Kindness

Positivity

Respect

<u>RE MEDIUM TERM PLANNING</u>		
Year Group: 5	TERM: Spring 1	Theme: U2.9 Why is the Torah important to Jewish people?
SACRE:		
<p>Context: (why is this unit being taught?)</p> <p>Within this unit, pupils will build on their learning about the Jewish worldview and way of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews. They will investigate the centrality of Torah through examining how a Sefer Torah is constructed, its place within the synagogue and how different Jews may interpret the Torah in diverse ways. They will consider how interpretation of Torah influences dietary choices. Finally, they will reflect on how Jewish practice is being adapted in the light of current thinking on gender and climate.</p>	<p>Concepts:</p> <p>Why is the Torah so important to Jewish people? TORAH/GOD Judaism</p> <p>In this unit, pupils will build on their learning about Jewish ways of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews.</p> <p>Units 9 and 22 where pupils explore Jewish beliefs about God, Jewish ways of life and why the Torah is important to Jewish people. Thematic units 24 and 30 from Lower KS2 where pupils focus on how Jewish people try to make the world a better place and mark significant life events</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Synagogue • Kosher • Progressive • Kashrut • Torah • Sefer Torah • Orthodox • Secular • Pesach (Passover)

<p>Prior Knowledge: (What specifically have pupils learned that is relevant to this unit that they are building upon?) Year 3 L2.10 How festivals and family show what matters to Jewish people?</p>		<p>Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?) Year 6: U2.11 Why do some people believe in God and some not?</p>	
<p>End points /by the end of this unit pupils will... (NB Crucial/sticky knowledge is highlighted): To know what how Jewish people might dress. To know where Jewish people live. To know why it is important that the Torah is handwritten. To understand that there are different types of synagogue. To know that there are similarities and differences between progressive and Orthodox synagogues. To understand what kosher means. To know that the Torah influences what Jewish people eat. To know why some Jewish people want to adapt the seder plate</p>			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1</p> <p>To know what how Jewish people might dress.</p> <p>To know where Jewish people live.</p>	<p>Enquiry: What do Jewish people look like, and where do we find Jewish people in the UK?</p> <p>STEP 1: Recap learning to see what pupils can remember about Judaism from previous units. Use images from the Year 3 unit to prompt pupil memories. Can they remember important celebrations like Pesach (Passover) and Rosh Hashanah and Yom Kippur?</p> <p>STEP 2: Ask pupils to speculate how many Jews there are in the UK? In the world? Then ask, how might we find out how many Jews there are in the UK? Show the results from the 2021 Census. *https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion/bulletins/religionenglandandwales/census2021</p> <p>Why are Jewish populations concentrated in London, Birmingham, Greater Manchester?</p>	<p>What might Jewish people look like?</p> <p>Why might they look different?</p>	<p>PowerPoint lesson 1</p> <p>Recording sheet for 5 key facts</p>

	<p>STEP 3: Ask can we know what Jews look like? You might play the first few minutes of this video: https://www.youtube.com/watch?v=Aft5BKVZmeA</p> <p>Ask pupils what they notice. Establish that British Jews come from a range of ethnic and cultural backgrounds – what do they mention that makes them proud of their Jewish heritage? STEP 4: Ask pupils summarise their learning; write five key facts about Jews in the UK today.</p>		
<p>2</p> <p>To know why it is important that the Torah is handwritten.</p>	<p>Enquiry: What is the Torah? What is a Sefer Torah?</p> <p>STEP 1: Show some images of Moses and a Torah scroll. Can pupils make any links from their previous learning? Explain that today pupils are going to investigate the Torah and its importance for most Jews. STEP 2: Explain that the Torah is made up of the five books of Law from Genesis to Deuteronomy, in Hebrew this is Bereishit to D'varim. Traditionally Jewish people believe the Torah was given to Moses when God made a covenant with the Jewish people. It contains 613 rules that teach Jewish people how to live. Ask pupils if they think having rules to live is helpful for a Jewish person? Show the pupils either one or two of these videos https://www.youtube.com/watch?v=3QZ792rjcVE and/or the Truetube https://www.youtube.com/watch?v=o50psPRvub4 Firstly, set the challenge to investigate how we might see that the Torah is significant for Jews.</p> <p>STEP 3: Ask pupils to draw a Torah scroll and explain all the ways in which there are symbols that show its significance. Can they explain why for each? Why is the Torah dressed? Why is a yad used? Make a link to the</p>	<p>How is the Torah significant to the Jewish people?</p> <p>Why is the Torah dressed?</p> <p>Why is a yad used?</p> <p>Why is it so important that the Torah scroll is handwritten?</p>	<p>PowerPoint lesson 2</p> <p>Images of Torah scroll to copy</p>

	<p>Pesach plate which can be found on the Jewish museum of London website **https://jewishmuseum.org.uk/schools/asset/passover-plate/ Recap it is used for a Seder meal at Pesach; note the figure of Aaron in his Priest's robes. They have crowns on – showing that modern Jewish Torah scrolls link to the ancient practices of Israel. STEP 4: Show the first videos again focussing on the Sefer Torah. Ask pupils – why is it so important that the Torah scroll is handwritten? STEP 5: Do all Jewish people read the Torah in the same way? Use the resource from p.31-32 of 'Inspiring RE: Jewish people' which is freely available to you as a NATRE member. Can pupils understand that different Jews will interpret the Torah differently?</p>		
<p>3 To understand that there are different types of synagogue. To know that there are similarities and differences between progressive and Orthodox synagogues.</p>	<p>Enquiry: Why are there different types of synagogue in the UK? STEP 1: Ask pupils to recap what they have learnt so far. What can they say about the Torah and different types of Jews? STEP 2: Recap the diversity that has already been mentioned within Judaism. Prompt with vocabulary such as 'orthodox' and 'progressive'. Explain that we are going to investigate what is similar and what is different in an orthodox and progressive synagogue. STEP 3: Ideally, have an opportunity to visit a synagogue. If not – explain that the pupils are going to investigate two synagogues. As investigators – they are looking for similarities and differences. You can choose your own synagogue but we are suggesting some that are currently available online. Firstly, investigate this Orthodox synagogue in Newcastle Places of Worship Orthodox Synagogue Tour - YouTube What do pupils notice? You could also make links to the Census data – that there is a large Jewish community in</p>	<p>Why might synagogues look different?</p>	<p>PowerPoint lesson 3 Venn diagram sheets</p>

	<p>Newcastle. STEP 4: Next show a clip of a Progressive synagogue: we suggest two: Guide to the Synagogue-compressed.pdf (theartsociety.org) or (766) New Holy Cribs: The Synagogue – YouTube</p> <p>The Birmingham synagogue has an excellent vocab list that could be used with pupils to help them. STEP 5: Ask pupils to construct a Venn diagram with Orthodox synagogue on one side and Progressive on the other. What features would go in each? Encourage pupils to discuss the reasons for their choices and also to focus on whether the differences or the similarities are more important?</p>		
<p>4</p> <p>To understand what kosher means.</p> <p>To know that the Torah influences what Jewish people eat.</p>	<p>Enquiry: How does the Torah influence what Jewish people might eat?</p> <p>STEP 1: Recap the learning and vocabulary so far. Focus on the Torah and the different branches in Judaism. STEP 2: Ask pupils what factors might affect what people might eat? Have pupils come up with suggestions like being vegetarian or vegan, avoiding certain foods if you are allergic or diabetic (link to our Year 3 Eat Happy topic). Explain that for some Jews there are also rules about what you can and can't eat. Food laws for Jewish people are called Kashrut. The main laws are found in Leviticus 11:1-23, part of the Written Torah.</p> <p>STEP 3: Either show this video for the first few minutes 08 Kashrut - YouTube or share other information about food laws. The definition of the word kosher is 'acceptable to Jewish Law' and as such refers to more than just food. Treif is food that is not kosher. Not all Jewish people observe all the laws of Kashrut. Check pupil understanding: what do we mean by kosher or kashrut? STEP 4: Ask the question: How does the Torah influence what Jewish people eat? If using the clip above, listen to the rest of it. Make connections between the commandments in the Torah and kosher food. STEP 5: Ask the</p>	<p>What is kosher food?</p> <p>What do we mean by kosher or kashrut?</p>	<p>PowerPoint lesson 4</p> <p>Images of kosher food registration</p> <p>Menu template</p>

	<p>question: What would be challenging about keeping kosher in the UK today? Show images of kosher food registration so that Jews can know what food is kosher or not. STEP 6: Ask pupils to either create a menu for a buffet where Jews who keep Kosher will be attending or create a factsheet for a café who would like to serve food to Jewish people who follow kosher food rules.</p>		
<p>5</p> <p>What is the Seder plate?</p> <p>To know why some Jewish people want to adapt the seder plate</p>	<p>Enquiry: How are Jewish people adapting festivals in the UK?</p> <p>STEP 1: Recap the vocabulary and learning so far. STEP 2: Show an image of a Seder meal – what can pupils remember about this. Recap that this is Pesach – a hugely important celebration for many Jews. Spend some time retrieving knowledge about Pesach from Year 3. This was part of the focus of learning in Lower Key Stage 2. STEP 3: Explain that pupils are going to investigate how important Pesach still is and how it might be changing in some Jewish families. Show pupils the following – data on Pesach observance from 2021: 77% of Jewish people attend Passover Seder most or all years, photos of a seder meal with a glass for Miriam, and images of a vegan seder meal with items such as beetroot to replace the lamb shank.</p> <p>STEP 4: Have a discussion with the pupils</p> <ul style="list-style-type: none"> • Do you have to be a religious Jew to celebrate Pesach? • Why might some Jews want to adapt the Seder meal? <p>Explain the idea that many Jews – including secular Jews – might celebrate Pesach as part of the tradition and identity. Many Jews are wanting to stress the important role of women in Jewish history, and more Jews are becoming vegetarian or vegan – yet still want to participate in festivals. Draw and label</p>		<p>PowerPoint 5</p> <p>Image of seder plate to label</p>

	a traditional Seder plate and a less traditional seder plate (perhaps for a vegetarian Jew) Annotate to show the differences and also the meanings of items.		
6 Assessment	<p>Enquiry: Why is the Torah important to Jewish people?</p> <p>STEP 1: Have an image of a Torah scroll in the ark for display. Quick fire game of what this is – how much vocabulary can pupils remember? STEP 2: Explain the key question for the unit displayed: ‘Why is the Torah so important for Jewish people?’ Explain that you want pupils to answer it in terms of Torah and the synagogue, Torah and food, Torah and women, Torah and living in modern Britain. STEP 3: Can pupils explain all of the different ways in which Jews show huge respect for the Torah – which do they think might be most important?</p> <p>STEP 4: Use some hexagons with all the key vocabulary written in and also other words such as kashrut, Miriam, Pesach and others. Can pupils make connections – how do all these link back to Torah? STEP 5: Finally revisit the Census information from the first lesson. What do they now know about Jews in the UK? Can they use their learning to explain why there are relative concentrations of Jews? Why might it be hard to be an Orthodox Jew and live out in the countryside? Would it be different if you were a Progressive Jew?</p>	Kashrut, Miriam, Pesach and others. Can pupils make connections – how do all these link back to Torah?	PowerPoint lesson 6